

Seminole County Public Schools

# GREENWOOD LAKES MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### **Provide the school's mission statement**

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The mission of Greenwood Lakes Middle School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

### **Provide the school's vision statement**

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The vision of Greenwood Lakes Middle School is to engage students through academic learning time, academic and behavioral interventions, introduce levels of cognitive complexity, provide literacy across all content areas, decrease the achievement gap through relationships, instructional relevance and rigor, and instructional technology for the 21st century learner.

## B. School Leadership Team

### **School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### **Leadership Team Member #1**

#### **Employee's Name**

Breezi Johnson

#### **Position Title**

Principial

#### **Job Duties and Responsibilities**

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**Structures and Monitors School Learning Environment**

### **Leadership Team Member #2**

#### **Employee's Name**

Dr. Rendon Fletcher

**Position Title**

Assistant Principal/Principal's Designee

**Job Duties and Responsibilities**

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Collaboratively develops and implements instructional framework

**Leadership Team Member #3**

**Employee's Name**

Mayra Santiago

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Collaboratively develops and implements instructional framework

**Leadership Team Member #4**

**Employee's Name**

Evan Sokolowsky

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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Operations: Title I Compliance, Facilities, and Testing Coordinator

**Leadership Team Member #5**

**Employee's Name**

Latasha Smith

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

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Supports teachers in managing classroom behaviors and other related district initiatives

**Leadership Team Member #6**

**Employee's Name**

Dr. Gary Fletcher

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

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**Supports teachers in managing classroom behaviors and other related district initiatives**

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Stakeholders play an important role in Greenwood Lakes' SIP development. Active participation in school programs and committees such as SAC, PTSA, the SCPS Dividends program, PBS, and SGA help GLMS succeed and achieve on an annual basis. Effective communication, shared vision, and collegiality are extremely important and our stakeholders are tasked with helping us address the diverse needs of our students.

The SIP is reviewed by both SAC and PTSA and their input is documented. Amendments to the SIP are made on an annual basis and stakeholders are told that school wide plans are “fluid” and can be amended at any time. GLMS follows the SIP template provided by the district and uses appropriate and understandable terminology when describing our School Improvement initiatives and practices. The SIP is posted on the GLMS website upon final approval and advertised through social media, Skyward message center, and the marquee. It is composed in English but can be translated to any other language upon request.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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2024 Baseline Data will be reviewed with all staff during Pre-Plan. Curriculum Leaders will work with departments to develop PLC Action Plans that will focus on each subject’s missing skill(s) and incorporating instructional strategies into lesson plans. PLCs will continue to monitor their data throughout the year utilizing PM, QBA, formative, and summative assessments. Data will be discussed weekly in PLCs and PLC Data Chats will occur with the Principal. Both teachers and SOAR Time will focus on ensuring students know and understand their own data while developing Learning Goals and action plans. This can be seen in each student planner. Instructional Coaches,



Curriculum Leaders, and Administration will support both new teachers and teachers struggling with closing the gap through PLC support, individual planning support, coaching cycle, and providing both verbal and written feedback as aligned with the Seminole County Instructional Model.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>61.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>67.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B</b> <b>2022-23: C*</b> <b>2021-22: B</b> <b>2020-21:</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							53	51	72	176
One or more suspensions							14	33	47	94
Course failure in English Language Arts (ELA)							1	9	11	21
Course failure in Math							10	6	2	18
Level 1 on statewide ELA assessment							41	58	75	174
Level 1 on statewide Math assessment							52	68	49	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							121	71	65	257

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	0	0	0
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							58	59	78	195
One or more suspensions							19	34	48	101
Course failure in ELA							12	9	7	28
Course failure in Math							11	8	1	20
Level 1 on statewide ELA assessment							86	84	111	281
Level 1 on statewide Math assessment							106	73	80	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							86	78	91	255

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1		1
Students retained two or more times								1		1

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	51	57	53	47	54	49	55	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	59	56	56				52		
ELA Learning Gains Lowest 25%	60	50	50				40		
Math Achievement *	56	65	60	44	61	56	50	37	36
Math Learning Gains	63	65	62				59		
Math Learning Gains Lowest 25%	66	60	60				58		
Science Achievement *	54	56	51	53	56	49	53	62	53
Social Studies Achievement *	80	73	70	63	72	68	76	62	58
Graduation Rate								59	49
Middle School Acceleration	69	77	74	51	76	73	73	51	49
College and Career Readiness								76	70
ELP Progress	67	65	49	37	50	40	38	80	76

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	625
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	51%	55%	51%		60%	59%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	52%	No		
Asian Students	70%	No		
Black/African American Students	50%	No		
Hispanic Students	59%	No		
Multiracial Students	64%	No		
White Students	70%	No		
Economically Disadvantaged Students	58%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	4	1
English Language Learners	37%	Yes	1	
Asian Students	85%	No		
Black/African American Students	32%	Yes	1	
Hispanic Students	46%	No		
Multiracial Students	36%	Yes	1	
White Students	64%	No		
Economically Disadvantaged Students	44%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	
English Language Learners	41%	No		
Native American Students				
Asian Students	68%	No		
Black/African American Students	45%	No		
Hispanic Students	53%	No		
Multiracial Students	48%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	50%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	51%		59%	60%	56%	63%	66%	54%	80%	69%			67%
Students With Disabilities	18%		43%	49%	25%	48%	52%	25%	59%	35%			75%
English Language Learners	28%		50%	50%	43%	64%	74%	31%	59%	53%			67%
Asian Students	70%		57%		78%	73%							
Black/African American Students	33%		52%	60%	33%	53%	53%	36%	70%	56%			
Hispanic Students	44%		54%	57%	48%	65%	75%	46%	71%	59%			71%
Multiracial Students	41%		62%	82%	57%	73%	58%	50%	92%	60%			
White Students	64%		67%	66%	72%	63%	66%	68%	89%	77%			
Economically Disadvantaged Students	44%		56%	61%	47%	60%	66%	48%	75%	59%			67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%				44%			53%	63%	51%			37%
Students With Disabilities	18%				24%			17%	37%	33%			54%
English Language Learners	26%				31%			36%	34%	50%			47%
Asian Students	90%				80%								
Black/African American Students	24%				19%			35%	48%	35%			
Hispanic Students	43%				40%			50%	54%	43%			45%
Multiracial Students	39%				26%			29%	50%	36%			
White Students	59%				59%			66%	76%	58%			
Economically Disadvantaged Students	39%				34%			45%	56%	40%			48%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		52%	40%	50%	59%	58%	53%	76%	73%			38%
Students With Disabilities	20%		38%	32%	23%	52%	56%	25%	42%	36%			8%
English Language Learners	35%		40%	27%	34%	54%	59%	16%	68%				38%
Native American Students													
Asian Students	60%		68%		72%	73%							
Black/African American Students	34%		50%	41%	24%	52%	53%	31%	50%	68%			
Hispanic Students	53%		46%	33%	47%	59%	58%	49%	77%	71%			40%
Multiracial Students	39%		42%	36%	55%	42%	38%	55%	73%				
Pacific Islander Students													
White Students	67%		57%	47%	62%	62%	67%	65%	87%	74%			
Economically Disadvantaged Students	47%		50%	37%	41%	55%	56%	41%	68%	68%			36%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	48%	59%	-11%	54%	-6%
Ela	7	53%	56%	-3%	50%	3%
Ela	8	46%	53%	-7%	51%	-5%
Math	6	38%	67%	-29%	56%	-18%
Math	7	64%	69%	-5%	47%	17%
Math	8	30%	30%	0%	54%	-24%
Science	8	52%	54%	-2%	45%	7%
Civics		78%	72%	6%	67%	11%
Algebra		71%	53%	18%	50%	21%
Geometry		81%	55%	26%	52%	29%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

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Greenwood Lakes Middle school experienced a large increase within the Middle School Acceleration data component. GLMS increased a total of 25% from 46% to 72% proficiency on the 2024 Algebra I EOC. As a PLC, this team focused on professional development in utilizing the research based resources and instructional coaching by both the school and district throughout the school year. This PLC focused deeply on monitoring student progress through formative and summative assessments and implementing reteaching strategies each nine weeks focused on student needs and empowering students to understand and own their progress monitoring data.

Greenwood Lakes Middle School experienced another large increase within the Civics data component. GLMS increased 17% from 61% to 80% proficiency on the 2024 Civics EOC. As a second year PLC, this team continued to dig deeper into understanding the Civics Standards by utilizing state resources and professional development in breaking down the benchmark expectations, working alongside GLMS instructional coach and supportive leadership, implementing reteaching and cooperative learning strategies, increasing writing across their content area utilizing the ELA Achievement Level Descriptions, and monitoring quality student work. Civics PLC ensured that both teachers and students understood their learning data throughout the year.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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Greenwood Lakes Middle School had the lowest performance within the Math Achievement data component. 8th Grade FAST Math was our lowest output with only 30% of students scoring a Level 3 or above. Even though 8th grade Math was our lowest performance it was a 21 % increase from 9% in 2023. 6th Grade FAST Math was our second lowest with 38%. The Math PLC is predominantly new to GLMS and many within their first or second year of teaching. This Math PLC progressed a lot during the school year in understanding the Benchmarks, high-yield learning strategies, data, and overall learning needs of their students. This team developed stronger behavioral and instructional



routines as the year progressed as this is seen in their learning gains data. GLMS has struggled to retain Math Teachers in the past. This upcoming 2024-25 school year, there is a 100% retention of the team allowing for summer data analysis, reflection, and high-yield instructional lesson planning.

### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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GLMS increased in every area other than 8th Grade ELA (-2) and the Geometry EOC (-13). The 8th grade ELA PLC was all new to GLMS with two of them being first year teachers. This ELA PLC progressed a lot during the school year in understanding the Benchmarks, high-yield learning strategies, data, and overall learning needs of their students. This team developed stronger behavioral and instructional routines as the year progressed.

The Geometry EOC saw a 13% decrease. GLMS only had 37 students that took the EOC so the 13% decrease was a difference of a few students.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

Greenwood Lakes Middle School had the greatest gap when compared to the state average in 6th Grade Math (-28%) and 8th Grade Math (-24%). The Math PLC is predominantly new to GLMS and many within their first or second year of teaching. This Math PLC progressed a lot during the school year in understanding the Benchmarks, high-yield learning strategies, data, and overall learning needs of their students. This team developed stronger behavioral and instructional routines as the year progressed as this is seen in their learning gains data. GLMS has struggled to retain Math Teachers in the past. This upcoming 2024-25 school year, there is a 100% retention of the team allowing for summer data analysis, reflection, and high-yield instructional lesson planning.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

Attendance has been a major issue for GLMS since the 2020 Covid shutdown. Our Guidance Secretary and School Social Worker have worked diligently to reach out to families of students with

poor attendance. Attendance communications are made by sending letters and by phone. The School Social worker has worked with many families and provided resources when needed.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

Priority #1 - 8th Grade Math/Pre-Algebra (30%)

Priority #2 - 6th Grade Math (Non-RAMP) (38%)

Priority #3 - 8th Grade ELA (46%)

Priority #4 - 6th Grade ELA (48%)

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

2024 FAST PM3 Overall Math Achievement was 56% with 8th Grade Math achievement at 30% and 6th Grade Math Achievement at 38%. Therefor additional focus needs to be given to ensure students are mastering 6th and 8th Grade Math skills.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

On the 2025 FAST Math PM3 50% of 8th Graders will score a Level 3 or higher. On the 2025 FAST Math PM3 50% pf 6th Graders will score a Level 3 or higher.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students will be monitored throughout the school year utilizing FAST PM 1 & 2 Data, Quarter Benchmark Assessments, teacher formative/summative assessments, and grades.

#### Person responsible for monitoring outcome

Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Math and ESE Support Facilitation Teachers will create a supportive instructional environments where small group instruction is utilized in order to monitor student growth, support the learning process, and plan for reteaching activities.

#### Rationale:

This small grouping will allow students to receive quicker interventions and support creating more opportunities for success in their learning.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

General Education & Support Facilitator Incorporating Small Groups Professional Development

**Person Monitoring:**

Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. General Education & Support Facilitation Incorporating Small Groups Professional Development completed in August. 2. Continued support and planning done through Math PLCs. 3. Monitoring and feedback given through PLCs, iObservation, and one-on-one. 4. Continued professional development on Teacher Workdays.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Intervention**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

While Greenwood Lakes Middle School has made some tremendous gains with it's Lowest 25% in ELA and Math, there is still more work to be done in closing the learning gap for these students. Currently 60% of the Lowest 25% made a learning gain on PM3 ELA and 66% of the Lowest 25% made a learning gain on PM3 Math. Based on this data, GLMS has some additional work making sure these students are proficient.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

On the 2025 FAST PM3, 75% of our Lowest 25% will make a learning gain in ELA (from 60%) and 75% of our Lowest 25% will make a learning in Math.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers, Instructional Coaches, Curriculum Leaders, and Administration will monitor student grades, Quarter Benchmark Assessments, PLC Action Plans, and other forms of student data in order to close the learning gap.

**Person responsible for monitoring outcome**

Principal, APs, Instructional Coaches, & Curriculum Leaders

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

ELA & Math Instructional Impact

**Person Monitoring:**

Administration, Coaches, & Curriculum Leaders

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA & Math Teachers will plan with lowest quartile in mind. Teachers will utilize their Support Facilitator and planning with their Support Facilitator to differentiate the needs of their students learning. Small group instruction and reteaching activities will be utilized in lesson plans and in PLC Action Plans to support and stay focused. Student learning data such as 2024 PM3, Quarter Benchmark Assessments, and formative and summative assessments will be utilized to help identify student learning needs.

**Action Step #2**

Literacy Training

**Person Monitoring:**

ELA Leaders

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Greenwood Lakes Middle School had 317 Out of School Suspensions (6th Grade - 81, 7th Grade - 109, 8th Grade - 127) resulting in 663 Suspension Days during the 2023-2024 school year. Student learning decreases when these students are not in the classroom.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

In 2023-24 Greenwood Lakes Middle School had 663 Out of School Suspension Days (6th - 186, 7th - 176, 8th - 301). Greenwood Lakes Middle School will decrease the number of Out of School Suspension Days by 10% for the 2024-25 school year to with a goal of being under 596 total days.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Out of School Suspension Days will be reviewed at weekly Leadership Meetings in order to identify students at risk and need of behavioral support and alternative discipline.

#### Person responsible for monitoring outcome

Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

New Teachers will participate in PBIS and Discipline Training during preplan to ensure understanding of Behavior Intervention Forms and support services at GLMS. Instructional Coaches worked with New Teachers to set up engaging classrooms during preplan in order to maximize student learning and engagement time. All staff will participate in an additional PBIS/Discipline Professional Development during preplan.

**Rationale:**

By providing extra PBSI and Discipline Support to New Teachers they will have an understanding of interventions and reward systems that will encourage proper school behavior and eliminate out of school suspensions. Instructional Coaches will assist in supporting the New Teacher by ensuring the classroom and instruction are keeping students engaged in the lessons that should avoid unwanted behavior.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

PBIS/Discipline Trainings, Instructional Coaches Support, Discipline Data

**Person Monitoring:**

Principal

**By When/Frequency:**

August, throughout school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Sign-in sheets and rosters will be utilized for trainings. 2. Discipline data will be reviewed weekly at leadership meetings.

**Area of Focus #2**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students are missing a lot of school across the state. We know if student's are not in class they are missing valuable instruction and learning time. Last year 33% of our students missed 10 or more days of learning and 29% of our students missed 15 or more days of learning.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Greenwood Lakes Middle School 2023-24 school year data is as follows:  
276 students out of 950 had 15 or more absences or 29% of the population  
315 students out of 950 had 10 or more absences or 33% of the population

For the 2024-25 school year, Greenwood Lakes will reduce the number of students who missed school by 10% for both 15 and 10 day absences.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Greenwood Lakes Social Worker, MTSS Team, and Attendance Secretary will monitor student attendance and ensure families understand the impact of missed school for their student's learning. Attendance Secretary will contact families to gain excused notes. Social Worker and MTSS Team will contact families to explain truancy court and missed learning opportunities and the impact it has on student learning. They will also provide support to assist parent in bettering their student's attendance on a case by case base.

### **Person responsible for monitoring outcome**

Principal, Social Worker, and MTSS Team

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

##### **Rationale:**

##### **Tier of Evidence-based Intervention:**

##### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Contacting families to ensure they understand impacts of missed school and problem solve ways to get their student to school

#### **Person Monitoring:**

Principal, Social Worker, MTSS Team, Secretary

#### **By When/Frequency:**

Weekly



**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Greenwood Lakes Social Worker, MTSS Team, and Attendance Secretary will monitor student attendance and ensure families understand the impact of missed school for their student's learning. Attendance Secretary will contact families to gain excused notes. Social Worker and MTSS Team will contact families to explain truancy court and missed learning opportunities and the impact it has on student learning. They will also provide support to assist parent in bettering their student's attendance on a case by case base.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The SIP is reviewed by both SAC and PTSA and their input is documented. Amendments to the SIP are made on an annual basis and stakeholders are told that school wide plans are "fluid" and can be amended at any time. GLMS follows the SIP template provided by the district and uses appropriate and understandable terminology when describing our School Improvement initiatives and practices. The SIP is posted on the GLMS website upon final approval and advertised through social media, Skyward message center, and the marquee. It is composed in English but can be translated to any other language upon request.

The SIP is available on the GLMS website: [https://greenwoodlakes.scps.k12.fl.us/our-school/title\\_i](https://greenwoodlakes.scps.k12.fl.us/our-school/title_i)

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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GLMS builds positive relationships with parents, families, and stakeholders by constantly encouraging two-way communication. The GLMS administration team and PTSA send out weekly communications through a variety of different platforms: Skyward Family Access; the GLMS website; the school marquee; paper handouts and fliers sent home with students; the bi-monthly Eagle Express newsletter; and Social Media. GLMS hosts a number of before, during, and after-school

community events/activities including Coffee Connections, Title I Literacy and Math Nights, Title I ESOL Night, Title I FAST Night, Fine Arts performances, and school Spirit Nights with local business partners.

The PFEP is available on the GLMS website: [https://greenwoodlakes.scps.k12.fl.us/our-school/title\\_i](https://greenwoodlakes.scps.k12.fl.us/our-school/title_i)

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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All teachers will implement reteaching activities through small group intervention with the main focus being on Math and ELA General Education and ESE Support Facilitator co-teaching and working in small groups. As stated in the Area of Focus: Math and ESE Support Facilitation Teachers will create a supportive instructional environments where small group instruction is utilized in order to monitor student growth, support the learning process, and plan for reteaching activities. This small grouping will allow students to receive quicker interventions and support creating more opportunities for success in their learning.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00